

Impact of partnership working with schools below the Floor Standard*

Primary schools

Table 1: Performance of pupils in Primary schools over the past 3 years where below 60% of pupils achieved Level 4+ in English and Mathematics in 2008/9. This is based on tracking the results of the 74 primary schools that fell below the current Floor Standard in 2009 over the past 3 years.

Year	L4+ Eng/Maths	2L progress from KS1 to KS2 English	2L progress from KS1 to KS2 Maths
2008/9	48.6%	71.9%	70.2%
2009/10*	63.5%	80.2%	75.2%
2010/11	64.6%	83.3%	81.0%
2011/12	74.2%	91.5%	87.7%

*Results are based on Teacher Assessment

The data in table 1 indicates:

- Year on year improvement in both attainment and progress over 3 years
- Attainment averaging above 70% in 2012
- A substantial increase in attainment in the first year (almost +15%)
- A substantial increase in progress in the first year in both English (+8.3%) and Maths (+5%)
- A sustained increase in progress and attainment with these schools continuing to improve their attainment at a faster rate than the Lancashire average in the third year
- A 25%+ increase in attainment over three years
- A rate of improvement that is around 3 times the increase for all schools which is around 8%
- Sustained improvement over time with 66 of the schools being above 60% in 2012, 50 above 70%, 17 above 80% and 9 above 90% at Level 4 or above in English and Mathematics.

Table 2: This table refers to the 32 schools which fell below the Floor Standard in 2011 where below 60% of pupils achieved Level 4+ in English and Mathematics in 2011. This is based on tracking the results of these 32 schools over the period 2011-2012.

Year	L4+ Eng/Maths	2L progress from KS1 to KS2 English	2L progress from KS1 to KS2 Maths
2010/11	49.9%	74.2%	71.8%
2011/12	71.7%	89.5%	86.1%

The data in table 2 indicates

- A much greater increase than that for all schools nationally with a 22% rise in attainment in the 32 schools compared with a 6% rise nationally.
- A 15% and 14% increase in pupil progress in English and Mathematics respectively over 1 year
- The speed of the LA response to support and challenge schools where attainment is low as there is a substantial improvement over one year
- The clear focus on raising pupil achievement with over 85% of the schools exceeding Floor Standard in 2012 according to provisional results.

Secondary Schools

Table 3: Performance of pupils in schools over the past 3 years where below 40% of pupils gained 5 or more A*-C grades at GCSE including English and Mathematics (E/M) in 2008/9. This is based on tracking the results of the 18 secondary schools that fell below the current Floor Standard in 2009 over the past 3 years.

Year	5+ A*-C (E/M)	5+ A*-C
2008/9	31.8	59.5
2009/10	39.9	67.4
2010/11	45.3	76.2
2011/12	47.0	74.9

The data in table 3 indicates that

- Over the four years 2009 – 2012 attainment improved in this group of schools increased by over 15% in 5+ A*-C inc E/M
- Over the four years 2009 – 2012 attainment improved in this group of schools increased by over 15% in 5+ A*-C
- Over the same period of time Lancashire's overall results increased by around 10% for 5+ A*-C and 6% for 5+ A*-C inc E/M

- Over the same period of time England's overall results increased by around 10% for 5+ A*-C and 6% for 5+ A*-C inc E/M
- A quick pace of improvement in the identified 18 schools as their results increased much faster than the national average for all schools
- Sustained improvement over time with 14 of the schools being above 40% in 2012, 10 above 45% and 7 above 50% 5+ A*-C grades including English and Mathematics.

Strategies to raise attainment

The schools have worked in close partnership with the local authority and the specific strategies to raise attainment and improve the quality of education in schools below the Floor Standard include:

- Specific training and support for schools to improve their ability to track pupil achievement accurately and identify pupils who are not making the expected progress.
- Training for schools on the use of support programmes for individuals and small groups of pupils in English and Mathematics.
- Support for governing bodies in monitoring and evaluating the progress of pupils through the development of an effective committee structure and sharing good practice across governing bodies. Where appropriate strengthening governing bodies through additional governors with relevant knowledge and expertise.
- Support for innovative approaches to engage vulnerable and disaffected pupils and their families including facilitating the sharing of good practice between schools.
- Early identification of schools where achievement is low and the provision of intensive support from the local authority's monitoring and intervention team to improve leadership and management, and teaching and learning.
- Brokering school to school support so that outstanding schools with a track record of high achievement can work alongside those less effective schools.
- Brokering leadership support from outstanding headteachers many of whom have been nationally accredited for this work as Local Leaders in Education or National Leaders in Education.
- Facilitating collaborative arrangements across schools so outstanding schools can share their expertise, including the establishment of executive headships of more than one school.
- Working closely in partnership with the Diocese and Church authorities in Lancashire.

*The key Floor Standard for primary schools is that 60% of pupils attain Level 4 or above in both English and Mathematics at the end of Key Stage 2

The key Floor Standard for secondary schools is that 40% of pupils gain 5 or more GCSEs at grades A*-C including English and Mathematics at the end of Key Stage 4